



## Duncan Elementary

100 S. Danzler Rd.  
Duncan, SC 29334

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	584 Students	
<b>Principal</b>	Susan B. Hill	864-949-2373
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Average
2004	Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

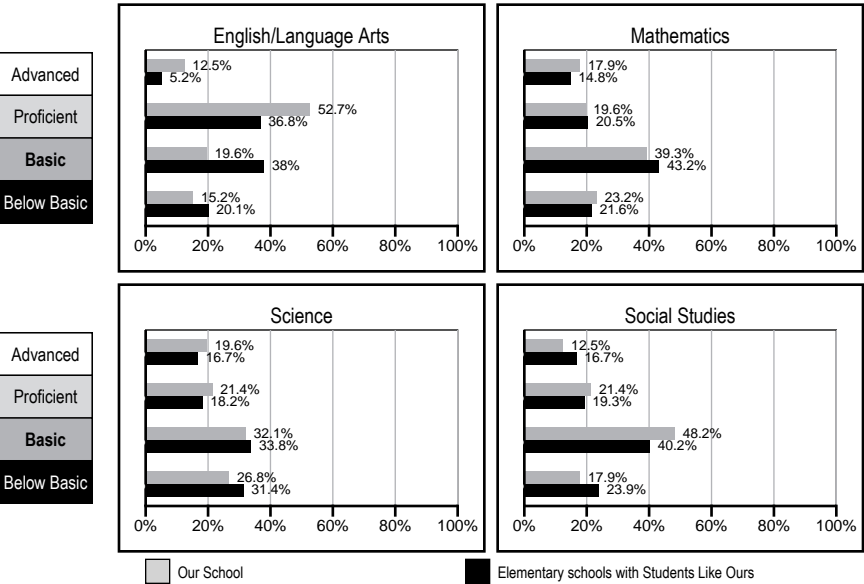
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	65	22	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=584)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 1.7%	2.8%	2.3%
Attendance rate	96.2%	Up from 95.7%	96.2%	96.3%
Eligible for gifted and talented	16.4%	Up from 7.3%	9.6%	10.4%
With disabilities other than speech	9.8%	Up from 7.7%	8.6%	7.5%
Older than usual for grade	0.5%	Up from 0.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	66.0%	Down from 75.0%	58.3%	56.7%
Continuing contract teachers	91.5%	Up from 86.4%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 90.1%	87.6%	86.4%
Teacher attendance rate	95.2%	Up from 94.7%	94.8%	94.9%
Average teacher salary	\$47,328	Up 5.6%	\$45,465	\$45,345
Professional development days/teacher	12.9 days	Up from 9.3 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 16.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 88.5%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,040	Down 0.1%	\$6,897	\$7,052
Percent of expenditures for instruction*	71.5%	Up from 67.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Up from 67.6%	65.5%	64.2%

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Duncan Elementary School's Wildcats have been "...Learning Together" as we continued on our Learning Safari during 2007-2008! Our students have enjoyed learning and succeeding in a safe atmosphere of high expectations and accountability for students, administrators, teachers, and parents.

DES, a Title I School-wide Project, proudly serves an extremely diverse student body. With an average mobility rate exceeding 20%, it is important for us to make an impact on our students as quickly and effectively as possible. Our teachers are dedicated to meeting the needs of all of our children, which include students in regular education, Pre-school Children with Disabilities (PCD), Learning Disabled students, and Trainable Mentally Disabled students. We also serve students in our ESOL program and our gifted programs, REACH for academically gifted and CREATIONS for students who excel in art. All students are reminded everyday to make sure they "have their positive attitude 'on' in order to guide their choices."

Our teachers are continuously striving to improve the quality of teaching and learning that occurs at Duncan. As part of this endeavor, Duncan Elementary, along with District Five, implemented Learning Focused, which emphasizes effective teaching strategies with the goal of increasing student achievement. All staff members have participated in intense, specific, and ongoing training to acquire the skills necessary to implement this teaching/learning model. Learning Focused will continue to be an impetus in 2008-2009. We are also proud that five of our teachers are recognized as holding National Board Certifications.

Along with students and staff, parents are an integral part of the Duncan Elementary Family, and their support is valuable. We enjoy having them attend various functions during and after the school day. Parent participation increased during 2007-2008 as opportunities for their involvement were provided at DES. We appreciate their encouraging their children to attend school regularly, do their homework, and have the necessary materials for school.

Acting on our belief in accountability and differentiation, we frequently assessed students' progress throughout the 2007-2008 school year through informal teacher assessments as well as MAP (Measures of Academic Progress). Teachers used the data to plan instruction and to recognize students for achieving their goals. Ice cream socials, class games, cheers, and other fun activities were used to celebrate success!

DES looks forward to providing meaningful learning experiences in an inviting and secure atmosphere as the Duncan Wildcats take a "Walk on the wild side of Learning" in 2008-2009!

Susan Hill, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	116	70
Percent satisfied with learning environment	100.0%	88.8%	97.1%
Percent satisfied with social and physical environment	100.0%	89.5%	89.7%
Percent satisfied with school-home relations	84.4%	87.6%	87.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	125	100	14.8	20.9	51.3	13	73	53.6	48.2	Yes	Yes
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### Gender

Male	72	100	9.5	27	50.8	12.7	76.2	46.3	41.7	N/A	N/A
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Female	53	100	21.2	13.5	51.9	13.5	69.2	61.7	55	N/A	N/A
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### Racial/Ethnic Group

White	71	100	9.1	16.7	59.1	15.2	78.8	60.1	60	Yes	Yes
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African American	35	100	25	34.4	31.3	9.4	59.4	35.7	31.7	I/S	I/S
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	64	70.4	I/S	I/S
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	36.5	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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### Disability Status

Disabled	23	100	59.1	18.2	13.6	9.1	31.8	13.5	16	I/S	I/S
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### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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### English Proficiency

Limited English Proficient	11	100	22.2	22.2	44.4	11.1	77.8	35.5	36.9	I/S	I/S
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### Socio-Economic Status

Subsided meals	73	100	21.5	16.9	49.2	12.3	70.8	39.2	34	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	125	100	22.6	40.9	19.1	17.4	53.9	55.6	45.8	Yes	Yes
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### Gender

Male	72	100	15.9	50.8	14.3	19	54	55	45.6	N/A	N/A
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Female	53	100	30.8	28.8	25	15.4	53.8	56.4	45.9	N/A	N/A
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### Racial/Ethnic Group

White	71	100	15.2	42.4	21.2	21.2	57.6	62.3	59	Yes	Yes
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African American	35	100	40.6	46.9	3.1	9.4	34.4	34.6	26.9	I/S	I/S
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	68.1	71.3	I/S	I/S
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	49.1	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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### Disability Status

Disabled	23	100	63.6	27.3	4.5	4.5	22.7	18.7	17.1	I/S	I/S
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### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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### English Proficiency

Limited English Proficient	11	100	22.2	44.4	22.2	11.1	77.8	48.1	38.7	I/S	I/S
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### Socio-Economic Status

Subsided meals	73	100	26.2	36.9	26.2	10.8	56.9	42.3	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	62	100	26.3	31.6	21.1	21.1	42.1	43.9	35.7	96.2	96.4
<b>Gender</b>											
Male	30	100	23.1	30.8	23.1	23.1	46.2	44.7	37.4	96.3	96.3
Female	32	100	29	32.3	19.4	19.4	38.7	43.1	33.8	96.1	96.6
<b>Racial/Ethnic Group</b>											
White	36	100	15.2	33.3	24.2	27.3	51.5	52.3	49.2	95.7	96.2
African American	14	100	66.7	16.7	16.7	0	16.7	20.7	17	96.9	97.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	52.6	58	96.2	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	97	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	92.2	93.3
<b>Disability Status</b>											
Disabled	12	100	72.7	0	0	27.3	27.3	15.8	14	95.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	25.5	24.4	97.8	97.1
<b>Socio-Economic Status</b>											
Subsided meals	34	100	38.7	19.4	22.6	19.4	41.9	29	21.1	95.6	95.7

**Social Studies**

All Students	63	100	17.2	50	20.7	12.1	32.8	41.3	34	96.2	96.4
<b>Gender</b>											
Male	42	100	13.5	56.8	13.5	16.2	29.7	44.7	36.6	96.3	96.3
Female	21	100	23.8	38.1	33.3	4.8	38.1	37.5	31.3	96.1	96.6
<b>Racial/Ethnic Group</b>											
White	35	100	9.1	48.5	21.2	21.2	42.4	47.5	44.5	95.7	96.2
African American	21	100	30	55	15	0	15	23.3	19.1	96.9	97.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	58.9	96.2	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	27.5	97	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	92.2	93.3
<b>Disability Status</b>											
Disabled	11	100	54.5	36.4	9.1	0	9.1	14.2	14.4	95.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	30.3	27.3	97.8	97.1
<b>Socio-Economic Status</b>											
Subsided meals	39	100	23.5	52.9	17.6	5.9	23.5	26	21	95.6	95.7

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	123	100	22	36.7	36.7	4.6	41.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	125	100	14.8	20.9	51.3	13	64.3
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	123	100	26.6	48.6	19.3	5.5	24.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	125	100	22.6	40.9	19.1	17.4	36.5
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	63	100	34.5	36.4	18.2	10.9	29.1
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	26.3	31.6	21.1	21.1	42.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	61	100	5.7	58.5	22.6	13.2	35.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	17.2	50	20.7	12.1	32.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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